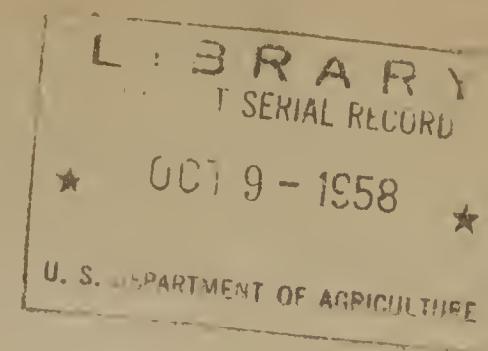


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# Adjusting to the Changing Scene

1957

Report of Cooperative Extension Work  
in Agriculture and Home Economics

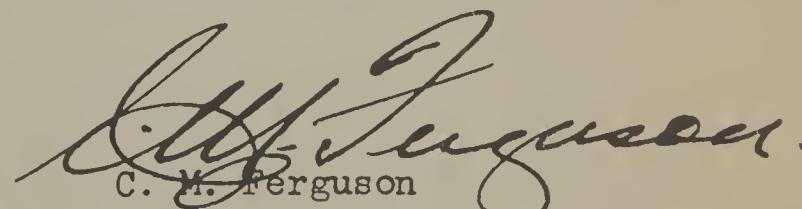
UNITED STATES DEPARTMENT OF AGRICULTURE  
FEDERAL EXTENSION SERVICE  
Washington 25, D. C.  
February 3, 1958

HONORABLE EZRA TAFT BENSON  
Secretary of Agriculture

Dear Mr. Secretary:

I submit herewith the annual report for the Cooperative Extension Service for the fiscal year ended June 30, 1957. Totals for activities and results are for the calendar year 1956.

Respectfully yours,

  
C. M. Ferguson  
Administrator

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## ADJUSTING TO THE CHANGING SCENE

### Introduction

The idea that all people, including those that till the soil, can benefit from education is a product of a free America and the wellspring from which the concept of cooperative extension work grew. From this product of free minds developed the U. S. Department of Agriculture-land-grant college system of research and education for the masses, and particularly for rural people. It is significant in the development of extension work that from the beginning there has been a social-political-economic climate that encourages people to learn and to use knowledge to the betterment of their welfare.

Cooperative extension educational work began with the aim of encouraging self improvement by the people who receive its services. That original purpose is as timely today as it was 43 years ago when the Smith-Lever Act that officially marked the start of the Cooperative Extension Service was passed.

In these four decades, farming and rural living have dramatically changed. Mechanization and modernization abound. Yet through the years the original aim of extension work has remained the same: To help people achieve better farming and living through the fullest development of their resources and abilities. Only the extension methods for helping people accomplish these aims, and the scope of assistance rendered have changed with the changing times.

Out of this nationwide system of extension education have grown programs encompassing a wide range of interests. In agriculture, for example, extension educational programs deal with the technological, economic, and human aspects of producing, marketing, processing, utilizing, and consuming all products of field and feedlot. Extension work in home economics is equally as broad, including management of the home, its income and expenditures, its facilities, family health and nutrition, shelter and clothing, as well as family and community living.

Extension educational programs are developed by the people in each county with the help of the local extension staff who in turn are supported by State and Federal extension personnel. They are designed to improve economic conditions, standards of living, and the ability of people to solve problems. Such programs center on bringing to the attention of people and helping them apply to the solution of problems the most recent information from State experiment stations, from the Department of Agriculture, from industry, and from other private and governmental sources. Providing information on economic conditions and Government programs, which effect every operation bearing on the production and distribution of food and fiber and on family living, is a vital part of this educational effort.

Cooperative extension work is directed toward the whole family with special emphasis on assisting young people through 4-H Club programs. Teaching methods include demonstrations, group discussions, lectures, conferences, personal consultations, farm and home visits, tours, and the use of mass communication media such as the press, radio, television, and publications.

The Cooperative Extension Service has as its objective the development of a rural citizenry completely informed, efficient, and self-reliant to the end that our country will not falter in its economic growth because of failure of that segment of our population to provide food and fiber in abundance.

#### The Situation

Extension's challenge is one of helping rural people to effectively adjust to the changes in farming, employment, and living patterns brought about by the technological and economic revolution now taking place in agriculture. Doing this in a manner that strengthens the ability of both the individual family and the Nation to cope with problems arising from this revolution calls for education of the highest type. Some of the facets of the rapidly changing rural scene having an impact upon farm people and extension educational programs are:

- \* Part-time and residential farms, which comprised only 15 percent of all farms in 1930, now account for a third of all farms.
- \* Since 1950, the number of farm persons employed in nonfarm jobs has risen from 30 to 40 percent of the total farm working force. Off-farm employment of farm wives increased at a more rapid rate than for any other group during this period, rising from 17 to 26 percent of the total number of farm wives.
- \* Since 1940, average farm size has increased approximately 40 percent. During the same period, investment per farm worker increased nearly five times, while total investment per farm rose to an average of nearly \$27,000.
- \* Farm land values have gone up 42 percent since 1950.
- \* Today's average farmer produces as much in 1 hour as he did in 2 hours in 1940.
- \* Farmers are now using nearly three times as much machinery and equipment as they did in 1940.

- \* One-fourth of the Nation's farms now account for nearly three-fourths of total farm sales.
- \* Since 1950, the largest decrease in farm population has been in the age group of 18 to 44 years, while the number of persons 65 years and over on farms has remained nearly the same.

Today's agricultural scene is characterized by increased commercialization, high cash operating costs, high investment, high risks, and rapidly increasing production efficiency. This is true on both a per farm worker and a per farm basis. The productivity of farm workers doubled during the period 1940-55. Nonfarm labor and manufacturing productivity, on the other hand, increased slightly less than 50 percent during this period.

Coupled with these dramatic changes were other forces affecting farmers in 1956 over which they had little or no control. Although farm income rose slightly during the year, this was offset by a comparable rise in farm costs. Total farm production reached an alltime peak during the year, as did farm marketings and the carryover of major farm commodities. The parity ratio--the best available indicator of how farmers stand in relation to the rest of the economy--stood at 82 percent during the closing months of the year. Continued drought in parts of the Great Plains intensified the hardships farm and ranch families in these areas have faced for several years.

Adding to the complexity of the agricultural situation was under-employment of human resources in many agricultural areas. More than a million farm families, with concentration largely in the South, have too few farm resources to provide full-time farm employment and to permit a satisfactory level of living. Off-farm employment offers the best opportunity for improving the situation of many of these families.

In this setting, Extension's challenge is to help provide immediate assistance to farm families and to work with them and related groups in developing long-range solutions to the problems arising from agriculture's technological revolution. Heightening Extension's challenge for leadership is the ever-increasing demand for more educational work on public affairs, for more work in marketing and utilization of farm products, and for more assistance to rural nonfarm and urban families on matters of an agricultural or home economics nature. These are some of the characteristics of the situation in 1956 which challenge extension workers as they plan ahead.

## Meeting the Challenge

As an integral part of the U. S. Department of Agriculture-land-grant college system, the Cooperative Extension Service is dedicated to the concept that the development of the individual is paramount to the development of a democratic society. To this end, Extension is committed to the philosophy of helping people develop their own abilities, both individually and collectively, to solve problems and to intelligently plan for family, community, and national growth. In doing this Extension utilizes many resources, including research findings; experience; Government programs; farm, civic and business organizations; and other sources of assistance available to the public. At the same time the Cooperative Extension Service accepts the responsibility of helping people to identify problems, evaluate situations, plan programs, and develop procedures that will help them to achieve the goals they establish.

With this philosophy and toward the end of helping people to develop both immediate and long-range programs directed toward the solution of their problems, extension workers in 1956 centered their efforts on eight major program areas: They were:

1. Long-range program planning, known in most States as program projection, as a means of analyzing problems and alternative solutions and developing educational programs for implementing desirable courses of action.
2. Intensive individual counseling with farm families through Farm and Home Development as a means of helping families to make full and efficient use of all of their resources with emphasis on reducing costs and increasing efficiency.
3. Rural Development as a means of helping to promote balanced economic growth in disadvantaged rural areas.
4. Marketing and utilization of farm products, including consumer information on the availability and use of farm products.
5. Public affairs education on matters of public concern directly affecting rural people.
6. Educational work on Government agricultural programs.
7. 4-H Club and related youth work.
8. Educational work to improve family life and community living.

### Program Projection

The Cooperative Extension Service continually strives to perfect the methods it uses to contribute to family, community, and national welfare. 1956 saw the crystallizing on a wide scale of improved methods of involving rural people in long-range program development. Known as program projection, this effort has two major objectives: To help rural people to better appraise and to understand adjustments they should make in light of the rapid evolution taking place in agriculture and rural living; and to help Extension develop educational programs that will enable rural people to make needed adjustments.

Extension's role in program projection is that of providing stimulus and guidance to group action, and of providing and interpreting information needed in arriving at intelligent decisions. Nationally program projection is characterized by the involvement of many individuals and groups in organized and systematic analysis of situations, needs, and resources; and the development of comprehensive long-range programs for meeting these needs.

During 1956 program projection work was carried on in more than 1,000 counties. An additional 500 counties were in the preliminary stages of projecting needs and goals for the future. As rapidly as possible program projection is being made a part of extension program development in all counties.

This systematic planning effort involves a large number of committees representing many county- and area-wide interests. In 1956, for example, more than 70,000 persons served voluntarily on some 6,676 program projection subcommittees. County extension agents serve as general advisers and as resource people; other professional workers serve as technical consultants, usually to subcommittees. The Federal Extension Service and the State extension services prepare resource materials for program projection committees which pull together many facets of information into easy-to-use form.

In Wisconsin, as in other States, hundreds of problems were listed by county program projection committees. In Sawyer county, for example, more than 300 persons served on committees that developed a long-range plan encompassing changes they felt were needed during the next 10 years. Among the findings of these committees after careful analysis of their situations and opportunities were: (1) More than 80 percent of Sawyer County farms have potential for increased income with some of these having potential for as much as 100 percent increase through more efficient use of existing resources and the development of new ones; (2) livestock numbers could profitably be increased as a source of additional income; (3) building expansion is needed on 75 percent of farms to adequately care for livestock; and (4) use of lime should be doubled.

Problems and resources brought to light by the people themselves in program projection challenges Extension to use all the skills and resources at its command to help people implement and carry out the plans they develop. Extension workers report that, as a result of program projection, there is less emphasis on treating symptoms and more emphasis on examining the causes of problems and relating extension efforts to them. Out of program projection efforts have grown county, State, and Federal Extension Service plans of work directed at helping rural people make needed adjustments, make better use of existing resources, and develop new resources.

#### Farm and Home Development--The "Unit Approach"

Rising costs, expanding technology, mechanization, and changing demands for farm products together continue to create the need for a more intensive approach to the problems of farm families. This combination of forces coming to bear simultaneously on the family presents a problem in management that did not exist to the same degree a generation ago. Failure to deal with any one of these forces--individually or in combination with others--in a satisfactory manner can be ruinous.

To meet this situation, Extension has developed a teaching method known in most States as Farm and Home Development. It has come into widespread use during the past few years. This method centers on teaching farm families both the principles and the application of good management as a means of helping them to cope with their individual situations. Improvement in the abilities of people as well as improvement in their systems of farming and home-making are inevitable results of this method.

Through Farm and Home Development, extension workers help families to analyze their farm and family situations, their needs and wants, their problems, and the resources with which they have to work. After careful study of alternatives, the family selects the course of action that offers the best outcome in terms of family satisfactions. Based on such study of problems and alternative solutions, the family is helped to develop both short- and long-time plans for achieving its objectives. By establishing priorities, the family carries out its plan in a systematic manner.

Extension workers in 2,300 counties used the Farm and Home Development method last year in helping 56,000 families develop long-range plans for improving their farms and their homes. Some 48,000 of these families started putting their plans into action with Extension guidance. In both the planning and the action phases of Farm and Home Development, agents work with families individually and in small neighborhood groups. Often several

families meet together on the farm or in the home of a cooperating family to share experiences in the development of their individual plans. This approach provides an ideal setting for teaching subject matter.

The real value of any extension effort is best seen in the results it produces. Here are a few examples:

- \* Negro Farm and Home Development families in Wayne County, N. C. increased their net income for 1955 over 1954 by an average of \$385. Their 1956 gain over 1955 was even greater: \$473 per family. Total gain in net income among Wayne County negro Farm and Home Development families during the past 2 years is estimated at \$131,000.
- \* A summary of all Farm and Home Development plans developed by Indiana farm families revealed these families had the potential for increasing net income by an average of \$2,998 per family. And a study in one county showed the potential increase in net farm income to be 94.3 percent, using current farm prices as an index.
- \* Farm and Home Development has helped Extension reach many families for the first time. Some 12,000 families worked with in 1956 had little or no previous contact with Extension. More than 23 percent of all Arkansas Farm and Home Development families are in this category.

Major extension projects designed to evaluate Farm and Home Development work are in progress in six States. Five of these projects are financed in part by Kellogg Foundation funds. An equal number of States have activities underway that will help develop information for guiding the current program and which will measure progress in terms of changes made by participating families.

#### Rural Development Program

The Rural Development Program is designed to improve opportunities for families who live in rural areas which have a large amount of under-employment. Its objectives include better farming, better educational and vocational opportunities for young people, improvement of health and personal security, business and industrial development, and improved public services.

The program involves the cooperative efforts of many governmental, business, civic, agricultural, educational, church, and other groups. These groups are helping to analyze local or area needs and opportunities and to encourage the development of new educational and employment opportunities, better public services, and improved agriculture, to name a few.

Fifty-seven counties or trade areas in 25 States served as pilot areas during 1956 for the Rural Development Program. Using funds allocated by the Federal Extension Service, State extension directors staffed the programs with 120 additional workers, practically all of whom are employed in the counties.

Extension's activities in the Rural Development Program included direct on-the-farm counseling with individual farm families, and support of county Rural Development committees in organizing their improvement programs. Extension workers provide organizational and operational counsel, provide information for the committees, and render other educational services.

In Macon County, Tenn., for example, where two extension agents were added to the staff to work on the Rural Development program, local people have already put into effect some of the solutions to major needs pinpointed by the Rural Development Committee. Technical assistance, especially to young farm families, more operating capital, vocational training for industrial work, and new industries were among the major needs. Goals were set for farm production, a program started for attracting new industry to process the county's plentiful timber supply, and a plan developed to set up new markets for farm products.

In the first  $1\frac{1}{2}$  years after Rural Development work was started in Macon County, strawberry production was increased significantly to quickly raise farm income; a new factory was established and began operations; and a building was constructed for vocational training and classes started.

Similar achievements growing out of Rural Development work can be cited in each State participating in the program.

#### Marketing and Utilization

Extension placed high priority in 1956 on educational work directed at reduction of marketing costs and expansion of market outlets for farm products. This work is predicated on the fact that the economic welfare of both farm people and the consuming public is influenced considerably by the efficiency of the marketing system through which farm products flow. Extension efforts in this field encompass work with producers and cooperatives; handlers, transporters, and processors; and consumers. The objectives are to move agricultural products to consumers in better condition, with less waste, and at a lower per unit cost to the benefit of producers, processors, and consumers alike.

One serious problem of this type involves the need to produce and market pork of the type that meets consumer preference for lean

meats. Extension educational work on this problem is directed at the production of meat-type hogs and the payment of price differentials for such hogs.

This is being done in many States through extension grading schools and live-hog carcass demonstrations designed to train qualified graders. An example of progress comes from Ohio, where hogs last year were graded and paid for on the basis of individual merit at 25 markets. Several packers and auction markets are now buying graded hogs in Virginia at the average rate of well over 5,500 head per week.

In Missouri, a "sell 'em lighter" campaign by Extension resulted in increased numbers of hogs being marketed at a younger age and a more desirable slaughter weight. Market agencies reported that barrows and gilts marketed during the winter and early spring of 1956 averaged 5 to 15 pounds lighter than for corresponding weeks a year earlier, and were bringing a price premium from 50 to 75 cents more per hundred to producers.

Extension helped lettuce growers develop a more profitable market for their products in 1956 by encouraging the use of vacuum cooling. Extension workers in New York encouraged the industry to use this process following a 3-year grower study of cooling methods for lettuce.

In spite of a lettuce crop that was 20 percent greater than the year before, growers found that because of an improved product their crop moved quickly on the market, and important buyers began to insist on vacuum-cooled lettuce.

Conducting similar educational work in North Carolina, extension workers demonstrated that lettuce growers could reduce costs by about 15 cents per crate and increase returns by about 30 cents per crate by using vacuum cooling. In just two seasons, the new practice has become firmly established in important production areas.

On the consumer information side, extension workers estimate their work helped nearly 10 million homemakers last year in the selection and use of agricultural products in abundant supply. Much of this work is being done through mass media channels which provide an up-to-the-minute method for reaching homemakers with timely food marketing information. Many instances could be cited where such educational work has prevented the accumulation of price breaking surpluses of products in heavy supply. Arkansas, for example, marketed a near-record peach crop without the price breaking, through an intense educational and sales promotion campaign in which Extension played a major part.

Extension work on utilization of farm products, a relatively new activity in many States, is receiving additional emphasis as results and experience are obtained. The purpose of this work is

to help develop the commercial use of new agricultural products, expand market outlets, and reduce marketing costs. Major efforts center on helping processors of farm products make use of research results in improving their operations, solving technical problems, and adapting new processes developed from utilization research.

With cotton products, for example, emphasis has been on quality improvement at all levels in the industry--efficiency of gin operation, mill processing organization, and quality control. A cotton "opening" machine has been developed by research workers to fluff up the cotton and enable cleaning processes to do a more effective job. Between 75 and 100 of these are in operation, processing more than a million bales a year. Mills report savings of \$10,000 to \$20,000 a year. Other mills report improved blending of cottons, better processing into yarn, and improved quality of yarn and fabrics.

#### Public Affairs Education

Another significant facet of extension work which received increased emphasis in 1956 is public affairs education. The objectives of this work are the same as that of other areas of extension education: To help individuals arrive at an informed independent decision based on intelligent interpretation of facts.

It is not the job of the extension worker to present answers in public affairs education. Rather, he is responsible for presenting facts which, intelligently interpreted by the people, lead to the development of answers. At all times the extension worker must maintain an objective approach to the problems or situations being discussed.

Extension's job in public affairs education is to assist people in the development of sound decisions. The actual implementation of such decisions are the responsibility of people either as individuals or in groups. This type of education involves not only the presentation of facts but also the principles relating to them. What is regarded as fact by many people is often only strongly held opinion. Extension public affairs education, therefore, centers not only on the presentation of facts but also on the analysis of these facts as a means of arriving at alternative solutions, and on an analysis of the probable consequences of such alternatives.

The scope of extension public affairs educational work in 1956 is indicated by the number of persons participating in Extension sponsored discussions of matters of public concern. County extension agents reported 1,897,276 persons participated in discussions of local matters, 478,812 on matters of regional concern, 766,269 on national programs and proposals affecting agriculture and rural life, and 564,422 on problems of an international nature.

One of the most intensive efforts in public affairs education in 1956 was carried out by the four-person Franklin County, Iowa, extension staff. In the short period of 6 weeks these agents conducted 25 meetings in which they presented a highly visualized, hour-long discussion on "Understanding the Income Situation in Agriculture." Some 1,500 local people participated in these meetings. Through three television programs, this presentation was seen by an additional 90,000 central Iowa families. Films of Iowa presentation were made for use in training extension workers in other States in public affairs education work.

#### Educational Work on Government Agricultural Programs

As the educational arm of the Department of Agriculture, the Cooperative Extension Service had primary responsibility for leadership in all educational programs of the Department. One example of extension efforts in this regard in 1956 was that of helping farmers to understand all aspects of the Soil Bank, and to arrive at decisions on the extent to which they could profitably participate.

During the spring, summer, and closing months of 1956, State and county extension workers gave wide and concerted mass educational support to the Soil Bank in an effort to assure intelligent understanding of what it is, its provisions, how farmers could participate, and expected benefits.

The scope of the Soil Bank educational program is indicated by informational materials, reports, and letters from all States. These reflect a thorough and cooperative effort on the part of Extension and ASC workers in explaining the program, and in the preparation of educational materials by Extension Services for helping farmers make decisions on the application of Soil Bank provision to their farms.

Typical of State efforts is that of North Carolina where Extension and ASC workers met early in the year to work out a joint information-education program on the Soil Bank. Out of this grew a kit of materials prepared by the Extension Service that included (1) suggested letters from county agents to farmers, (2) suggested letters from agents to newspaper editors, (3) suggested radio scripts for county agents and ASC personnel use, (4) spot announcements for radio station use, (5) suggested stories for newspapers, (6) three stories for local ASC use, (7) suggested letter from county ASC manager to farmers, (8) radio interviews between the State ASC chairman and State extension workers which were distributed to 100 stations, and (9) slides for use by television stations. Joint meetings of agents and ASC workers were held throughout the State in June to discuss educational aspects of the Soil Bank program and to plan for joint action.

#### 4-H Clubs and Related Youth Work

The extension educational program for youth is changing rapidly to keep pace with the Nation's population growth and changing community patterns. Significant changes in emphasis in 4-H Club work were made in 1956. A new awareness developed of the basic need for helping boys and girls in their formative period of life to acquire knowledge, skills, and attitudes for successful living in a changing world. Altogether more than 4,673,000 4-H projects were conducted by 2,164,294 members of 90,449 local 4-H Clubs.

One shift in 4-H educational emphasis in 1956 was that of providing opportunities for exploration of careers in marketing, distribution, and processing work closely related to farming. Another major development was the increasing number of youth living in rural and suburban areas who want to participate in 4-H Club work but who need almost completely different projects and experiences from farm boys and girls. As a result, many new projects aimed at helping to meet their specific needs were expanded. These included automotive care, operation, and safety; landscaping and horticulture; buymanship and consumer education; operation, care, and repair of the sewing machine; and the care of light horses and pets; to name a few.

Another significant trend relates to the developmental needs of growing boys and girls. Extension workers and voluntary leaders recognize that one of the most important contributions of 4-H is the development of an appreciation for science, technology, and education. For older members, more emphasis is being given to junior leadership, management, decision making, and group educational activities. The projects for young boys and girls continue to stress the fundamental skills and learning of productive work habits. Young girls receive help in learning basic skills about clothing, nutrition, health, and personal development. Emphasis for older girls is on training in family life and child care, wise use of money, home management, and related activities.

Cooperating in the all important leadership aspects of conducting 4-H Club work in 1956, were 371,355 volunteers who multiplied many times the professional services of county extension workers. Even with these volunteers, the demand for assistance continues to exceed the supply. An average of more than 600 members are now enrolled per year or agent time devoted to 4-H Club work.

The extension program for young men and women is directed toward young persons whose interests and needs have matured beyond the types of programs associated with 4-H and who have not yet joined adult extension programs. Approximately 263,000 were reached through special study groups in 1956. Many more were assisted by Extension through on-the-farm counseling or through groups and programs sponsored directly by other organizations or agencies.

### Home Economics Education

Home economics extension workers assisted more than  $6\frac{1}{2}$  million families during 1956. Local leaders, totaling 589,779, helped extend the teachings of Extension. Of the approximately  $6\frac{1}{2}$  million homemakers assisted about  $1\frac{1}{2}$  million were in organized groups, but more than 5 million were assisted outside of organized group activities.

Although the heaviest demand during 1956 was for help with human nutrition problems, requests for other types of home economics assistance continues to grow. Nearly 58 percent more families asked for help with financial planning in 1956 than 3 years earlier. Assistance with family business affairs increased 26 percent from that of 1953, demand for help with farm housing increased more than one-third, and requests for help with clothing increased 42 percent.

County home agents, along with other State and county extension workers, worked closely with their own local health resources to assist rural people in conducting programs that best meet their rural health needs. In Utah, for example, 57 health forums have been held in 7 counties during the past 3 years. A total of 285 doctors took part in the forums, presenting health information to 15,230 persons.

Home agents also concerned themselves with safety in the home, on the farm, and in off-farm work. By making safety their number one project, home demonstration club members in Coahoma County, Miss., created statewide concern for accident prevention. Encouraged by their home agent, they conducted a 6-month, countywide survey and found that 25 percent of all accidents occurred on highways. From this beginning they encouraged the development of a countywide safety educational program that included driver proficiency tests; driving courses; use of reflective tape on automobiles, tractors, and wagons; and other safety measures.

This was just the beginning. From results in Coahoma County, interest spread throughout the State to more than 1,000 home demonstration clubs. Coahoma County now has a countywide safety program that encompasses safety in the home, on farms, in schools, and in factories.

### Special Programs

#### Clean Grain

Helping to insure a clean food supply for the Nation became a special aim last year for many extension workers in wheat-growing regions. In mid-1956, the Pure Food and Drug Administration announced that tolerances for foreign material permitted in wheat shipped

interstate for human consumption would be reduced 50 percent. Grain not meeting these new standards would be subject to seizure and diverted to nonfood use at considerable financial loss to the owner.

In view of this situation, extension workers in 33 States intensified their clean grain educational programs, guided by committees that represented agriculture and allied interests. The audience for these programs was diverse because foreign material can contaminate wheat at any point from the grower's field to the processing plant. Working as teams State extension specialists in agronomy, entomology, information, engineering, and marketing pooled their efforts and assisted county agents in reaching farmers, elevator operators, shippers, handlers, and processors with recommended measures for keeping grain clean.

The effectiveness of widespread clean grain educational programs can be seen in the reduction in the number of cars of contaminated grain seized. In spite of the stricter tolerances, seizures during the latter part of 1956 were only one-third as great as for the same period a year earlier.

#### Weigh-a-Day-a-Month Program

A new dairy recordkeeping program called Weigh-a-Day-a-Month developed by the Agricultural Research Service and launched with the assistance of Extension in September 1956, occupied the attention and efforts of extension workers across the country. Its objective was to help dairy farmers put their business on a sounder basis through recordkeeping, culling unprofitable cows, and other practices. Its simplicity and low cost were designed to appeal to dairy farmers who do not keep records. Weigh-a-Day-a-Month supplemented existing record plans.

Extension workers, backed by the support of the Agricultural Research Service, State experiment stations, and leading dairy and farm organizations, explained the new plan to dairy farmers. More than 60,000 dairy cows in 3,000 herds were enrolled in the Weigh-a-Day-a-Month plan during the first year of operation. Interest was stimulated in all forms of dairy recordkeeping as a result of the educational effort with this new program. Membership in Dairy Herd Improvement Associations and owner-sampler record plans also increased during the past year.

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### Summary

The year 1956 may well be remembered as a major turning point in cooperative extension work in this country. In a period characterized by rapid social, technical, and economic change, Extension centered its efforts in 1956 on helping the people it serves to meet the problems of today and the challenges of the future through the use of existing resources and the development of new ones. In doing this it was called upon to render more educational assistance than ever before.

Indicative of the impact of change upon extension work is the number and type of requests for assistance received during 1956. County agents estimate that some 10,290,000 families were assisted in adopting improved farming or homemaking practices during the year. This is 7 percent more than in 1955 and 25 percent more than in 1953. Extension workers estimate they assisted 9,949,939 persons in 1956 with consumer information on the availability and use of farm products. This is an increase of 25 percent, compared with 7,953,937 a year earlier. At the same time, demands from urban homemakers for extension assistance on other problems increased 16 percent in 1956 over 1955.

Extension work with youth also reached an alltime high in 1956. During the year, some 2,164,294 boys and girls were enrolled in a wide variety of agricultural, homemaking, and related projects. Slightly more than 710,000 of these members were enrolled for the first time in 1956. An additional 262,710 young men and women beyond 4-H age participated in special extension programs directed to helping them meet their needs and interests.

To carry out this educational job, extension workers used a wide variety of teaching methods. More than 22 million personal consultations--3 percent more than in 1955--were made by agents. Attendance at extension sponsored meetings reached an alltime high of 78,171,000. Agents conducted 205,000 result demonstrations; wrote 806,000 news stories; presented 244,000 radio broadcasts and 16,000 television programs; and distributed more than 29 million copies of educational bulletins, leaflets, and circulars.

Extension's 14,000 professional workers continued to rely heavily on local, unpaid voluntary leaders in carrying out Extension's educational programs. Some 1,266,000 men and women, by themselves, conducted extension meetings attended by more than 20 million persons during the year.

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For the fiscal year ended June 30, 1957, Puerto Rico was not paid the full amount of Smith-Lever funds because of failure to certify a portion of the prescribed amount of matching funds as required in Section 3c (2) of the Smith-Lever Act and the Department of Agriculture and Farm Credit Administration Appropriation Act, 1956.

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Note: For full details of results obtained in major activities of cooperative extension work for 1956, see the statistical report, Extension Activities and Accomplishments, 1956 (U. S. Dept. of Agr., Ext. Serv. Cir. 512, August 1957).



## UNITED STATES DEPARTMENT OF AGRICULTURE

## FEDERAL EXTENSION SERVICE

June 30, 1957

NUMBER OF COOPERATIVE EXTENSION AGENTS  
(Holding Federal appointment)

State or Territory	Number of Agricultural Counties <sup>1/</sup>	Directors and Assistant Directors		Administrative Officers		Specialists	County Agricultural Work		County Home Economics Work		4-H Club Leaders and Supervisors	Total
		Supervisors	County Agents <sup>2/</sup>	Supervisors	County Home Demonstration Agents <sup>2/</sup>		Supervisors	County Agents <sup>2/</sup>	Supervisors	County Home Demonstration Agents <sup>2/</sup>		
Alabama.....	67	2	4	40	7	243	7	163	4	14	4	470
Arizona.....	14	2	15	30	1	12	2	2	3	8	2	62
Arkansas.....	75	3	34	173	5	109	7	5	2	3	3	337
California.....	58	1	71	298	8	85	5	2	1	8	4	476
Colorado.....	63	2	24	83	5	36	1	1	1	3	3	156
Connecticut.....	8	2	28	26	1	17	1	1	1	6	6	78
Delaware.....	3	1	18	6	1	6	1	1	1	1	1	34
Florida.....	67	2	43	139	4	88	6	6	6	5	5	288
Georgia.....	159	2	74	272	10	203	8	8	2	13	2	582
Idaho.....	44	2	24	63	3	29	2	2	2	2	2	125
Illinois.....	102	3	62	173	7	127	7	7	6	12	12	391
Indiana.....	92	2	84	178	7	76	6	6	6	12	12	366
Iowa.....	99	3	83	182	6	87	6	6	6	9	9	380
Kansas.....	105	2	69	178	6	95	8	8	7	7	7	366
Kentucky.....	120	2	43	223	8	124	6	6	6	8	8	418
Louisiana.....	64	2	51	183	9	145	6	6	6	6	6	407
Maine.....	16	2	20	28	1	29	-	3	1	1	1	83
Maryland.....	23	1	36	67	4	49	3	3	1	4	4	164
Massachusetts...	14	1	15	32	2	24	1	1	1	4	4	80
Michigan.....	83	1	93	199	9	89	7	7	5	11	11	417
Minnesota.....	87	1	40	145	6	61	5	5	5	10	10	270
Mississippi.....	82	2	54	282	5	204	7	7	7	9	9	567
Missouri.....	115	2	62	279	7	116	7	7	5	8	8	483
Montana.....	56	2	21	70	2	33	3	3	1	4	4	136
Nebraska.....	93	2	51	124	8	52	5	5	1	7	7	250
Nevada.....	17	1	11	19	-	10	1	1	1	2	2	46
New Hampshire...	10	1	16	31	1	18	2	2	2	2	2	71
New Jersey.....	21	2	38	58	2	32	2	2	2	2	2	137
New Mexico.....	32	2	20	60	3	32	2	2	2	2	2	125
New York.....	62	2	74	222	6	127	5	5	5	6	6	442
North Carolina..	100	3	100	400	11	270	12	12	12	9	9	806
North Dakota...	53	1	26	77	6	23	2	2	2	5	5	143
Ohio.....	88	4	79	168	4	89	6	6	6	8	8	360
Oklahoma.....	77	3	45	173	6	123	8	8	8	4	4	364
Oregon.....	36	6	55	108	4	46	4	4	4	3	3	229
Pennsylvania...	67	6	30	166	-	80	3	3	1	1	1	288
Rhode Island...	5	1	6	6	-	6	1	1	1	1	1	21
South Carolina..	46	2	43	172	4	116	6	6	6	7	7	352
South Dakota...	68	2	37	83	4	44	2	2	2	9	9	183
Tennessee.....	95	3	57	220	7	148	6	6	6	5	5	448
Texas.....	254	3	71	426	17	285	18	18	18	5	5	828
Utah.....	29	2	21	39	2	23	1	1	1	3	3	92
Vermont.....	14	1	17	25	1	17	1	1	1	2	2	64
Virginia.....	100	5	65	226	9	149	9	9	9	7	7	471
Washington....	39	5	28	109	3	47	4	4	4	3	3	196
West Virginia...	55	2	25	81	4	71	4	4	4	4	4	191
Wisconsin.....	71	4	71	180	5	76	4	4	4	8	8	349
Wyoming.....	23	2	18	37	2	22	1	1	1	3	3	86
Alaska.....	4	2	1	4	-	4	-	-	-	4	4	12
Hawaii.....	11	1	1	25	-	22	1	1	1	2	2	68
Puerto Rico....	77	4	46	160	15	114	10	10	10	2	2	358
<b>Total</b>	<b>3,163</b>	<b>121</b>	<b>74</b>	<b>2,171</b>	<b>247</b>	<b>6,951</b>	<b>230</b>	<b>4,053</b>	<b>269</b>			<b>14,116</b>

<sup>1/</sup> 1950 Agricultural census.  
<sup>2/</sup> Includes 4-H Club Agents.



## U. S. DEPARTMENT OF AGRICULTURE

## FEDERAL EXTENSION SERVICE

## SOURCES OF FUNDS ALLOTTED FOR COOPERATIVE EXTENSION WORK IN STATES, ALASKA, HAWAII, AND PUERTO RICO

FOR THE FISCAL YEAR ENDING JUNE 30, 1957

STATES	GRAND TOTAL	TOTAL FEDERAL FUNDS	TOTAL WITHIN THE STATES	FUNDS FROM FEDERAL SOURCES			Funds From STATE AND COLLEGE	Funds From WITHIN COUNTY	THE STATE	NON-PUBLIC SOURCES
				SMITH-LEVER ACT AS AMENDED	AGRICULTURAL MARKETING ACT* (TITLE II)	STATE AND COLLEGE				
Alabama	\$ 3,430,162.15	\$ 1,773,184.61	\$ 1,656,977.54	\$ 1,746,869.61	\$ 26,315.00	\$ 983,177.54	\$ 673,800.00	\$ 673,800.00	\$ 673,800.00	\$ 673,800.00
Arizona	607,854.50	253,081.39	253,081.39	354,773.11		307,013.11	47,760.00	47,760.00	47,760.00	47,760.00
Arkansas	2,114,334.83	1,455,272.08	959,062.75	528,618.75		1,455,272.08	369,322.00	369,322.00	369,322.00	369,322.00
California	5,186,894.36	1,260,868.01	1,226,026.35	1,218,384.01	1,218,384.01	1,218,384.01	1,218,000.00	1,218,000.00	1,218,000.00	1,218,000.00
Colorado	1,353,637.08	507,894.08	501,384.08	510,333.00	510,333.00	510,333.00	421,000.00	421,000.00	421,000.00	421,000.00
Connecticut	809,700.49	255,032.49	815,743.00	248,339.49	248,339.49	248,339.49	230,085.00	230,085.00	230,085.00	230,085.00
Delaware	291,946.29	115,046.29	116,900.00	130,016.29	130,016.29	130,016.29	133,050.00	133,050.00	133,050.00	133,050.00
Florida	1,994,767.94	571,726.94	1,423,041.00	1,423,041.00	1,423,041.00	1,423,041.00	782,352.00	782,352.00	782,352.00	782,352.00
Georgia	3,518,269.35	1,921,220.35	1,627,049.00	1,876,370.35	1,876,370.35	1,876,370.35	640,689.00	640,689.00	640,689.00	640,689.00
Idaho	1,040,201.00	376,497.92	663,703.08	371,997.92	371,997.92	371,997.92	638,841.00	638,841.00	638,841.00	638,841.00
Illinois	3,792,878.86	1,490,392.86	2,302,486.00	2,302,486.00	2,302,486.00	2,302,486.00	24,200.00	24,200.00	24,200.00	24,200.00
Indiana	3,181,273.86	1,265,115.25	1,916,128.61	1,916,128.61	1,916,128.61	1,916,128.61	411,000.00	411,000.00	411,000.00	411,000.00
Iowa	3,805,100.87	1,361,680.87	2,413,420.00	2,413,420.00	2,413,420.00	2,413,420.00	144,250.00	144,250.00	144,250.00	144,250.00
Kansas	3,294,187.59	968,997.59	2,325,190.59	929,912.59	929,912.59	929,912.59	39,085.00	39,085.00	39,085.00	39,085.00
Louisiana	3,259,939.84	1,798,480.80	1,311,200.00	1,744,280.80	1,744,280.80	1,744,280.80	483,200.00	483,200.00	483,200.00	483,200.00
Maine	724,678.95	352,384.78	372,294.17	1,710,194.55	1,710,194.55	1,710,194.55	1,719,900.00	1,719,900.00	1,719,900.00	1,719,900.00
Maryland	1,721,973.94	496,994.94	1,224,979.00	1,224,979.00	1,224,979.00	1,224,979.00	40,150.00	40,150.00	40,150.00	40,150.00
Massachusetts	1,423,226.47	381,511.47	1,041,685.00	349,186.47	349,186.47	349,186.47	32,055.00	32,055.00	32,055.00	32,055.00
Michigan	4,348,627.21	1,503,787.79	2,844,839.42	1,355,198.79	1,355,198.79	1,355,198.79	148,589.00	148,589.00	148,589.00	148,589.00
Minnesota	2,434,378.89	1,300,536.66	1,133,842.23	1,283,611.66	1,283,611.66	1,283,611.66	16,875.00	16,875.00	16,875.00	16,875.00
Mississippi	3,483,460.93	1,853,521.54	1,629,939.39	1,824,011.54	1,824,011.54	1,824,011.54	29,480.00	29,480.00	29,480.00	29,480.00
Missouri	3,202,477.83	1,626,421.96	1,576,055.87	1,565,129.96	1,565,129.96	1,565,129.96	61,292.00	61,292.00	61,292.00	61,292.00
Montana	1,111,767.24	405,889.68	735,877.56	397,009.68	397,009.68	397,009.68	8,880.00	8,880.00	8,880.00	8,880.00
Nevada	452,295.13	178,901.63	273,393.50	169,211.63	169,211.63	169,211.63	9,690.00	9,690.00	9,690.00	9,690.00
New Hampshire	525,799.44	178,402.43	347,397.01	169,875.43	169,875.43	169,875.43	8,527.00	8,527.00	8,527.00	8,527.00
New Jersey	1,577,112.96	362,603.79	1,214,509.17	345,103.79	345,103.79	345,103.79	17,500.00	17,500.00	17,500.00	17,500.00
New Mexico	1,036,282.04	431,281.72	605,000.32	408,686.72	408,686.72	408,686.72	470,000.32	470,000.32	470,000.32	470,000.32
New York	5,727,388.47	1,287,510.82	4,439,877.65	1,250,010.82	1,250,010.82	1,250,010.82	1,908,900.65	1,908,900.65	1,908,900.65	1,908,900.65
North Carolina	5,930,113.98	2,459,136.98	3,471,007.00	2,399,125.98	2,399,125.98	2,399,125.98	2,118,807.00	2,118,807.00	2,118,807.00	2,118,807.00
North Dakota	1,140,109.57	562,035.57	578,074.00	518,635.57	518,635.57	518,635.57	188,000.00	188,000.00	188,000.00	188,000.00
Ohio	3,269,073.87	1,707,510.87	1,561,533.00	1,666,372.87	1,666,372.87	1,666,372.87	22,595.00	22,595.00	22,595.00	22,595.00
Oklahoma	2,728,164.26	1,322,987.26	1,405,177.00	1,216,527.26	1,216,527.26	1,216,527.26	76,460.00	76,460.00	76,460.00	76,460.00
Oregon	2,401,755.29	560,423.27	1,811,332.02	522,908.27	522,908.27	522,908.27	37,515.00	37,515.00	37,515.00	37,515.00
Pennsylvania	3,380,592.94	1,656,330.94	1,721,262.00	1,610,875.94	1,610,875.94	1,610,875.94	15,455.00	15,455.00	15,455.00	15,455.00
Rhode Island	238,471.32	97,953.82	140,517.50	94,111.82	94,111.82	94,111.82	112,740.50	112,740.50	112,740.50	112,740.50
South Carolina	2,370,538.08	1,296,985.74	1,073,552.34	1,289,235.74	1,289,235.74	1,289,235.74	915,000.00	915,000.00	915,000.00	915,000.00
South Dakota	1,262,508.93	554,126.93	708,380.00	549,078.93	549,078.93	549,078.93	497,240.00	497,240.00	497,240.00	497,240.00
Tennessee	3,191,489.49	1,799,564.49	1,391,925.00	1,763,851.49	1,763,851.49	1,763,851.49	900,000.00	900,000.00	900,000.00	900,000.00
Texas	5,853,693.58	2,837,193.43	3,016,500.15	2,811,669.43	2,811,669.43	2,811,669.43	1,110,192.00	1,110,192.00	1,110,192.00	1,110,192.00
Utah	736,688.98	296,165.60	440,523.38	282,120.60	282,120.60	282,120.60	128,523.38	128,523.38	128,523.38	128,523.38
Vermont	622,751.22	230,091.43	225,011.43	225,011.43	225,011.43	225,011.43	124,250.00	124,250.00	124,250.00	124,250.00
Virginia	3,547,064.96	1,556,522.96	2,090,542.00	1,419,152.96	1,419,152.96	1,419,152.96	1,668,155.00	1,668,155.00	1,668,155.00	1,668,155.00
Washington	1,889,296.69	657,279.34	1,232,017.35	611,213.34	611,213.34	611,213.34	1,22,387.00	1,22,387.00	1,22,387.00	1,22,387.00
Wisconsin	1,574,577.27	894,527.61	890,049.66	890,808.61	890,808.61	890,808.61	120,709.66	120,709.66	120,709.66	120,709.66
Wyoming	3,194,767.35	1,879,354.59	1,274,112.76	1,268,409.79	1,268,409.79	1,268,409.79	506,505.07	506,505.07	506,505.07	506,505.07
Alaska	1,315,412.76	258,105.12	254,105.12	4,000.00	4,000.00	4,000.00	154,223.00	154,223.00	154,223.00	154,223.00
Hawaii	683,909.79	180,015.00	80,744.21	79,244.21	79,244.21	79,244.21	1,100.00	1,100.00	1,100.00	1,100.00</td



U. S. DEPARTMENT OF AGRICULTURE  
FEDERAL EXTENSION SERVICE

EXPENDITURES OF FUNDS FROM ALL SOURCES FOR COOPERATIVE AGRICULTURAL EXTENSION WORK IN STATES, ALASKA, HAWAII, AND PUERTO RICO  
FOR FISCAL YEAR ENDED JUNE 30, 1956

STATES	FUNDs FROM FEDERAL SOURCES			FUNDs FROM WITHIN STATES		
	TOTAL	FEDERAL FUNDS	TOTAL WITHIN THE STATES	SMITH-LEVER ACT AS AMENDED JUNE 26, 1953	MARKETING ACT (RMA-TITLE II)	STATE AND COLLEGE
Alabama	\$ 3,212,424.34	\$ 1,631,420.56	\$ 1,581,003.78	\$ 1,613,339.84	\$ 18,080.72	\$ 953,559.68
Arizona	499,618.44	237,751.89	261,866.55	237,751.89	-	183,649.40
Arkansas	2,179,474.51	1,310,601.40	868,873.11	1,310,601.40	509,103.69	341,005.04
California	4,994,468.39	1,106,392.48	3,888,075.91	1,097,761.49	8,630.99	2,751,981.15
Colorado	1,300,578.79	474,527.83	826,050.96	467,980.27	6,547.56	420,050.96
Connecticut	821,253.65	235,748.05	585,505.60	230,084.39	5,663.66	369,797.17
Delaware	270,851.45	127,123.81	143,727.64	116,123.81	11,000.00	194,131.43
Florida	1,763,361.97	507,710.28	1,255,651.69	124,599.84	6,027.47	2,920.41
Georgia	3,454,549.38	1,707,006.50	1,707,542.88	1,688,717.99	18,288.51	655,755.94
Idaho	1,007,777.59	350,557.86	657,219.73	350,557.86	-	831,451.06
Illinois	3,919,998.16	1,341,382.61	2,578,615.55	1,330,178.55	11,204.06	1,398,722.55
Indiana	3,496,912.06	1,075,714.28	2,421,197.78	1,046,048.16	29,666.12	986,823.31
Iowa	3,273,847.94	1,259,753.34	2,014,094.60	1,222,035.99	37,717.35	948,119.60
Kansas	3,433,857.29	904,342.29	2,529,515.00	872,335.29	32,007.00	567,159.30
Kentucky	2,768,643.88	1,590,277.18	1,178,366.70	1,578,113.94	12,133.24	682,682.49
Louisiana	2,990,113.38	1,102,696.09	1,887,447.29	1,053,714.59	48,981.50	1,645,653.04
Maine	658,871.59	311,729.00	347,112.59	304,496.11	7,232.89	231,478.93
Maryland	1,634,608.60	448,586.71	1,186,021.89	416,110.99	32,445.72	902,023.98
Massachusetts	1,277,833.33	339,775.30	938,058.03	321,316.65	18,458.65	353,811.62
Michigan	3,960,183.52	1,326,831.63	2,633,351.89	1,223,649.86	103,181.77	1,884,818.27
Minnesota	2,266,180.73	1,105,519.34	1,160,661.39	1,095,394.34	10,125.00	499,122.73
Mississippi	3,179,888.55	1,682,114.17	1,497,744.38	1,658,139.08	24,005.09	797,498.77
Missouri	3,116,009.62	1,448,139.97	1,667,869.65	1,412,225.43	35,914.54	832,024.91
Montana	1,047,217.21	358,852.22	688,364.99	351,030.93	7,821.29	314,742.99
Nebraska	1,855,028.49	712,205.50	1,142,822.99	703,479.97	8,725.53	682,993.56
Nevada	501,633.98	166,049.01	175,729.08	166,049.01	-	155,706.34
New Hampshire	341,778.09	166,037.99	1,097,384.63	159,510.99	6,527.00	84,055.07
New Jersey	1,420,153.08	322,768.45	369,432.79	313,158.01	210,928.42	91,674.01
New Mexico	910,885.56	541,452.77	351,573.34	433,133.20	17,859.45	108,319.57
New York	5,662,797.05	1,138,074.26	4,524,722.79	1,099,719.91	1,953,724.76	2,570,998.03
North Carolina	5,700,783.23	2,137,589.56	3,563,193.67	2,113,826.63	23,762.93	1,976,173.92
North Dakota	1,056,969.40	530,759.40	526,210.00	517,423.36	13,336.04	187,773.45
Ohio	3,031,090.59	1,551,741.10	1,479,349.49	1,517,988.91	33,752.19	800,723.22
Oklahoma	2,488,044.88	1,170,261.88	1,317,783.00	1,135,347.40	34,914.48	974,783.00
Oregon	2,214,316.17	519,673.97	526,210.00	486,184.92	33,489.05	1,694,642.20
Pennsylvania	2,951,905.54	1,341,932.85	91,523.60	1,335,226.11	6,706.74	1,420,167.22
Rhode Island	207,080.89	91,523.60	115,557.29	88,617.64	2,905.96	88,216.29
South Carolina	2,216,958.37	1,153,442.77	1,063,515.60	1,148,267.77	5,175.00	915,000.00
South Dakota	2,202,276.90	508,730.24	693,516.66	504,080.24	4,650.00	478,330.00
Tennessee	2,756,391.34	1,412,550.34	1,313,811.00	1,392,601.40	19,948.94	900,000.00
Texas	5,453,064.78	2,557,526.49	2,895,538.29	2,550,054.42	7,472.07	23,025.00
Utah	689,536.32	282,653.45	406,882.87	268,828.18	13,825.27	442,035.60
Vermont	587,304.27	216,934.94	212,255.03	212,255.03	4,679.91	265,344.18
Virginia	3,172,086.10	1,142,697.49	2,029,388.61	1,131,976.63	10,720.86	1,648,943.30
Washington	677,216.53	610,467.19	1,066,779.34	7,472.07	1,896,284.70	595,981.41
West Virginia	2,418,401.81	706,677.05	541,724.76	1,892.30	126,887.12	346,050.42
Wisconsin	2,897,958.52	1,197,796.00	1,700,162.52	1,167,063.48	30,732.52	678,571.79
Wyoming	664,447.63	249,862.34	245,862.34	245,862.34	4,000.00	264,442.29
Alaska	170,935.15	71,272.84	99,662.31	70,306.18	966.66	150,143.00
Hawaii	597,795.05	227,411.15	370,383.90	217,496.71	17,000.00	771,419.58
Puerto Rico	1,931,648.19	1,160,228.61	1,143,228.61	1,143,228.61	-	-
GRAND TOTAL	\$110,137,072.28	\$43,700,886.05	\$66,436,186.23	\$42,840,344.74	\$38,769,693.13	\$25,513,983.93
						\$2,152,509.17

